

Gilbert Middle

120 Rikard Circle
Gilbert, SC 29054

Grades 6-8 Middle School

Enrollment 702 Students

Principal Benjamin D. Ricard 803-892-1050

Superintendent Dr. Karen C. Woodward 803-951-8363

Board Chair Albert J. Dooley Jr. 803-359-0844

THE STATE OF SOUTH CAROLINA 2006 ANNUAL SCHOOL REPORT CARD

ABSOLUTE RATING

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	8	25	2	0

IMPROVEMENT RATING

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS

NO

This school met 15 out of 17 objectives. The objectives included performance and participation of students in various groups.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2003	Average	Below Average	No
2004	Average	Below Average	No
2005	Average	Below Average	No
2006	Average	Unsatisfactory	No

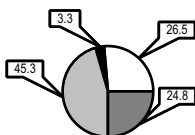
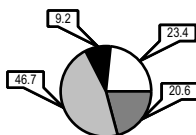
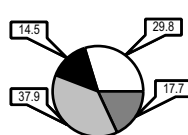
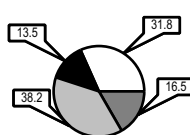
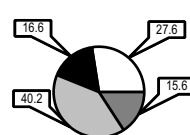
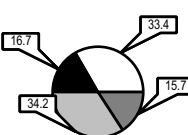
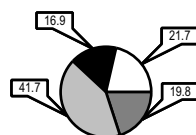
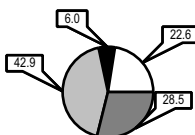
DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory – School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

PERCENT OF STUDENT PACT RECORDS MATCHED FOR PURPOSES OF COMPUTING IMPROVEMENT RATING

Percent of students tested in 2005–06 whose 2004–05 test scores were located.

97.0%

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT)**English/Language Arts****Mathematics****Science****Social Studies****Our School****Middle Schools with Students like Ours****Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

END OF COURSE TESTS

Percent of students scoring 70 or above on:

	Our School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0	99.2
English 1	100.0	98.0
Biology 1/Applied Biology 2	N/A	97.7
Physical Science	N/A	71.1
All Subjects	100.0	98.3

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
English/Language Arts – State Performance Objective = 38.2%									
All Students	704	99.1	26.1	45.5	25.0	3.4	38.9	Yes	Yes
Gender									
Male	365	98.6	34.5	45.9	18.0	1.5	28.2	N/A	N/A
Female	339	99.7	17.4	45.0	32.3	5.3	50.0	N/A	N/A
Racial/Ethnic Group									
White	627	99.2	24.0	46.2	26.1	3.7	40.2	Yes	Yes
African American	39	100.0	45.9	43.2	10.8	0.0	21.6	I/S	I/S
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	25	100.0	45.5	36.4	18.2	0.0	31.8	I/S	I/S
American Indian/Alaskan	8	87.5	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	601	99.8	18.9	48.7	28.7	3.7	44.6	N/A	N/A
Disabled	103	95.1	72.7	25.0	1.1	1.1	2.3	No	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	704	99.1	26.1	45.5	25.0	3.4	38.9	N/A	N/A
English Proficiency									
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	694	99.1	25.3	45.9	25.3	3.4	39.4	N/A	N/A
Socio-Economic Status									
Subsidized meals	282	99.6	39.0	43.4	16.7	0.8	25.9	No	Yes
Full-pay meals	422	98.8	18.1	46.8	30.2	5.0	47.0	N/A	N/A

Mathematics – State Performance Objective = 36.7%									
All Students	704	99.1	22.7	47.2	20.8	9.3	44.1	Yes	Yes
Gender									
Male	365	98.6	23.4	46.8	21.3	8.4	41.4	N/A	N/A
Female	339	99.7	22.0	47.5	20.2	10.2	46.9	N/A	N/A
Racial/Ethnic Group									
White	627	99.2	21.0	47.5	22.0	9.5	46.3	Yes	Yes
African American	39	100.0	40.5	43.2	10.8	5.4	18.9	I/S	I/S
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Hispanic	25	100.0	40.9	45.5	4.5	9.1	27.3	I/S	I/S
American Indian/Alaskan	8	87.5	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Disability Status									
Not Disabled	601	99.8	17.1	49.0	23.3	10.6	48.7	N/A	N/A
Disabled	103	95.1	59.1	35.2	4.5	1.1	14.8	Yes	Yes
Migrant Status									
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	704	99.1	22.7	47.2	20.8	9.3	44.1	N/A	N/A
English Proficiency									
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	694	99.1	22.1	47.4	21.0	9.4	44.7	N/A	N/A
Socio-Economic Status									
Subsidized meals	282	99.6	31.5	47.8	13.9	6.8	31.1	Yes	Yes
Full-pay meals	422	98.8	17.3	46.8	25.0	10.9	52.2	N/A	N/A

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

PACT PERFORMANCE BY GROUP

	<i>Enrollment 1st Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced</i>
Science							
All Students	704	99.1	29.7	37.9	17.8	14.6	32.3
Gender							
Male	365	98.9	30.3	32.9	16.9	19.9	36.8
Female	339	99.4	29.2	43.2	18.6	9.0	27.6
Racial/Ethnic Group							
White	627	99.4	27.2	38.5	18.8	15.5	34.3
African American	39	97.4	61.1	30.6	2.8	5.6	8.3
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	25	100.0	50.0	27.3	22.7	0.0	22.7
American Indian/Alaskan	8	87.5	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	601	99.8	23.1	40.6	19.8	16.6	36.3
Disabled	103	95.1	70.7	21.7	5.4	2.2	7.6
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	704	99.1	29.7	37.9	17.8	14.6	32.3
English Proficiency							
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	694	99.1	29.0	38.2	18.0	14.7	32.7
Socio-Economic Status							
Subsidized meals	282	99.3	43.0	33.1	13.9	10.0	23.9
Full-pay meals	422	99.1	21.6	40.9	20.1	17.4	37.5

Social Studies							
All Students	704	99.1	31.7	38.2	16.5	13.5	30.0
Gender							
Male	365	98.9	30.3	37.7	15.7	16.3	32.0
Female	339	99.4	33.2	38.8	17.4	10.6	28.0
Racial/Ethnic Group							
White	627	99.4	30.2	38.0	17.4	14.4	31.8
African American	39	97.4	47.2	44.4	5.6	2.8	8.3
Asian/Pacific Islander	4	100.0	I/S	I/S	I/S	I/S	I/S
Hispanic	25	100.0	50.0	31.8	9.1	9.1	18.2
American Indian/Alaskan	8	87.5	I/S	I/S	I/S	I/S	I/S
Disability Status							
Not Disabled	601	99.8	26.5	40.4	18.0	15.2	33.2
Disabled	103	95.1	64.1	25.0	7.6	3.3	10.9
Migrant Status							
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	704	99.1	31.7	38.2	16.5	13.5	30.0
English Proficiency							
Limited English Proficient	10	100.0	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	694	99.1	31.2	38.4	16.7	13.7	30.4
Socio-Economic Status							
Subsidized meals	282	99.3	41.4	38.6	12.0	8.0	19.9
Full-pay meals	422	99.1	25.7	38.0	19.4	16.9	36.3

Abbreviations for Missing Data

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PACT PERFORMANCE BY GRADE LEVEL

	Grade	Enrollment 1 st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	235	100.0	30.8	43.9	20.8	4.5	25.3
	7	218	100.0	24.5	47.5	26.0	2.0	27.9
	8	222	99.6	28.3	42.9	25.9	2.8	28.8
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	237	99.2	21.6	38.1	32.1	8.3	40.4
	7	240	99.2	28.0	52.0	20.0	0.0	20.0
	8	227	99.1	28.8	46.2	23.1	1.9	25.0
Mathematics								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	235	100.0	19.9	39.8	28.5	11.8	40.3
	7	218	100.0	25.0	41.2	19.6	14.2	33.8
	8	222	99.6	26.4	49.1	17.5	7.1	24.5
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	237	99.2	16.5	47.7	24.8	11.0	35.8
	7	240	99.2	19.1	44.4	23.6	12.9	36.4
	8	227	99.1	33.0	49.5	13.7	3.8	17.5
Science								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	235	100.0	38.9	25.8	19.9	15.4	35.3
	7	218	100.0	24.5	38.7	18.1	18.6	36.8
	8	222	99.6	31.1	36.8	21.2	10.8	32.1
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	237	99.6	35.5	33.6	19.5	11.4	30.9
	7	240	98.8	29.2	33.6	18.6	18.6	37.2
	8	227	99.1	24.4	46.9	15.0	13.6	28.6
Social Studies								
2005	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	235	100.0	17.6	42.5	16.3	23.5	39.8
	7	218	100.0	26.5	44.6	16.2	12.7	28.9
	8	222	99.6	22.6	50.0	17.5	9.9	27.4
2006	3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	6	237	99.6	22.3	38.6	15.9	23.2	39.1
	7	240	98.8	42.0	34.1	14.6	9.3	23.9
	8	227	99.1	30.5	42.3	19.2	8.0	27.2

Abbreviations for Missing Data

N/A Not Applicable **N/AV** Not Available **N/C** Not Collected **N/R** Not Reported **I/S** Insufficient Sample

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 702)				
Students enrolled in high school credit courses (grades 7 & 8)	14.3%	Down from 15.4%	26.7%	16.7%
Retention rate	1.9%	Down from 2.8%	1.8%	2.5%
Attendance rate	96.2%	Up from 96.0%	96.3%	96.0%
Students with disabilities other than speech taking PACT (ELA) off grade level	0.7%	Down from 3.0%	2.0%	0.9%
Students with disabilities other than speech taking PACT (Math) off grade level	0.7%	Down from 3.1%	2.0%	1.0%
Eligible for gifted and talented	14.9%	Up from 14.6%	24.0%	15.6%
On academic plans	40.7%	N/AV	32.7%	39.9%
On academic probation	22.8%	N/AV	2.2%	0.7%
With disabilities other than speech	12.8%	Down from 13.7%	9.2%	12.4%
Older than usual for grade	1.6%	Up from 1.3%	3.0%	4.9%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	1.3%	Up from 0.9%	0.8%	0.9%
Annual dropout rate	0.2%	Up from 0.0%	0.0%	0.0%
Teachers (n= 55)				
Teachers with advanced degrees	63.6%	Up from 57.7%	57.6%	52.4%
Continuing contract teachers	N/AV		N/AV	N/AV
Classes not taught by highly qualified teachers	0.0%	N/A	5.1%	9.1%
Teachers with emergency or provisional certificates	0.0%	No change	4.1%	5.6%
Teachers returning from previous year	86.6%	Up from 85.4%	86.8%	84.6%
Teacher attendance rate	92.7%	Down from 95.7%	94.8%	94.8%
Average teacher salary	\$42,948	Down 0.5%	\$43,050	\$42,267
Prof. development days/teacher	14.0 days	Down from 15.0 days	11.5 days	11.9 days
School				
Principal's years at school	7.0	Up from 6.0	5.0	3.0
Student-teacher ratio in core subjects	23.7 to 1	Up from 23.3 to 1	22.2 to 1	21.1 to 1
Prime instructional time	85.5%	Down from 89.7%	89.8%	89.0%
Dollars spent per pupil*	\$7,182	Up 1.2%	\$5,721	\$6,243
Percent of expenditures for teacher salaries*	57.4%	Down from 61.0%	61.6%	59.8%
Percent of expenditures for instruction*	59.4%		66.0%	65.2%
Opportunities in the arts	Excellent	No change	Good	Good
Parents attending conferences	96.1%	Up from 95.5%	96.8%	97.4%
SACS accreditation	Yes	No change	Yes	Yes
Character development	Excellent	No change	Good	Good

* Prior year audited financial data are reported.

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	3.4%	6.2%
Classes in high poverty schools not taught by highly qualified teachers	N/A	10.2%
	State Objective	Met State Objective
Classes not taught by highly qualified teachers in this school	0.0%	Yes
Student attendance in this school	94.0%*	Yes

*or greater than last year

Abbreviations for Missing Data

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

In partnership with our community, the staff of GMS continues to prepare students to be independent, respectful and contributing citizens. GMS students participated in numerous projects serving others and raising funds and awareness for a variety of causes. Examples include Relay for Life/American Cancer Society, Sistercare of the Midlands, and Hurricane Katrina relief efforts. Through our book fair, we sent contributions of \$2,000 and replacement books to Ocean Springs Middle School in Ocean Springs, Mississippi.

The state organization recognized the GMS PTSA for attaining 100 percent family and staff membership. The GMS PTSA sponsored parent education programs, volunteer services, and staff and student recognition in addition to providing students with healthy snacks during state testing. Civic organizations, the Gilbert Town Council and local churches partnered with GMS to support academic programs and provide for student needs.

Through the Environment as an Integrating Context (EIC) grant, a grade eight team studied the health of a local wetland and developed an onsite wetland at GMS. This will serve as a wonderful resource for all students in the Gilbert community. Plans are in place to include all grade eight students in the EIC project in the coming year.

Student achievement data indicate that a barrier to improved achievement in some students is low performance in reading comprehension and written expression. The Measures of Academic Progress (MAP) test results provide us with student academic progress information. Students and staff work to set achievement goals and use this MAP data to plan instruction. GMS is partnering for the third year with the S.C. Department of Education's South Carolina Reading Initiative-Middle Grades (SCRI-MG). This initiative provides training and resources to improve student reading and literacy. Teacher study groups, led by our SCRI-MG Literacy Coach, assist teachers in developing strategies to help struggling and reluctant readers.

GMS continues to be part of the Making Middle Grades Work (MMGW) network. Through this comprehensive framework for school improvement, teachers participate in training to improve student achievement and learn of strategies to engage students in rigorous standards-based instruction. The MMGW No Excuse policy helped us reduce the number of students retained during the past two years as more students completed work important for learning. The SCRI-MG and MMGW initiatives are central in the development of our 2006-2007 School Improvement Plan for the Southern Association of Colleges and Schools accreditation visit. A barrier to improvement is lack of parental involvement in school-based decisions. We will partner with parents to develop the 2006-2007 School Improvement Plan and when making future school-based decisions.

Alan G. Zwart, Principal

Tressie Hayes, Chair, School Improvement Council

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students*	Parents*
Number of surveys returned	52	196	96
Percent satisfied with learning environment	94.0%	86.2%	88.5%
Percent satisfied with social and physical environment	96.2%	88.7%	87.4%
Percent satisfied with school-home relations	90.4%	92.4%	82.1%

*Only students at the highest middle school grade level at this school and their parents were included.